

**Maryland Partnership
for Teaching and Learning K-16**

Report of the K-16 Workgroup:

Highly Qualified Teacher Committee

Highly Qualified Administrator Committee

Standards and Curriculum Alignment Committee

June 9, 2004

K-16 Workgroup, 2003-04

Dr. James V. Foran, Chair, Director of High School and Postsecondary Initiatives, MSDE
Dr. Michael Kiphart, Co-chair, Acting Assistant Secretary, MHEC
Dr. Nancy Shapiro, Co-chair, Associate Vice Chancellor, USM

Alfreda Adams, Principal, Mills-Parole Elementary School
Dr. James Ball, VP for Academic and Student Affairs, Carroll Community College
Almenta Bell, Principal, Southeast Middle School
Joseph Clark, Reading/Language Arts Specialist, MSDE
Dr. Brenda Conley, Teacher Education Programs, UMUC
Ms. Elaine Crawford, Facilitator in Mathematics, MSDE
Dr. George J. Funaro, Consultant
Dr. Lynn M. Gangone, Vice President, MICUA
Karen Ganjon, , Director, Administration and Instructional Programs, MSDE
Dr. Rolf Grafwallner, Coordinator, Early Learning Office, MSDE
Theresa W. Hollander, Assist. Vice Chancellor for Academic Affairs, USM
Darren R. Hornbeck, 2002-2003 MD Teacher of the Year, Linganore High School
Dr. Joyce Jennings, Principal, Southwestern High School
Martha Johnson, Special Assistant to the Superintendent, Howard County Public Schools
Dr. Carol Joseph, English Department, CCBC Catonsville
Jody Kallis, Maryland Association of Community Colleges
Dr. Bruce Katz, Regional Executive Director, Prince George's County Public Schools
Dr. Addie Kauffman, Principal, Reservoir High School
Irene Kordick, Principal, Ocean City Elementary School
Dr. Donald N. Langenberg, Professor, Department of Physics, UMCP
Dr. Norbert Myslinski, Associate Professor, School of Dentistry, UMB
Dr. Cosmas Uche Nwokeafor, Acting Dean of Arts and Sciences, Bowie State University
Kathy O'Dell, Associate Dean, Arts and Sciences, UMBC
Dr. Gilbert Ogonji, Council of University System Faculty, Coppin State College
Dr. Virginia Pilato, Director of Teacher Quality, MSDE
Dr. Tom Proffitt, Acting Dean, Towson University
Dr. Michael Rosenthal, Special Assistant to the Provost, McDaniel College
Dr. David Rudolph, Member, Maryland House of Delegates
Dr. Bernadette Sandruck, Howard Community College
Dr. Wendell Teets, Superintendent, Garret County Public Schools
Dr. Barbara Wheeler, Associate Superintendent, Cecil County Public Schools
Dr. Donna Wiseman, Associate Dean, College of Education, UMCP
Dr. Scott A. Wolpert, Associate Dean, Professor of Mathematics, UMCP

Staff: Barbara Frank, MSDE
Dewayne Morgan, USM
Dominique Raymond, MHEC

Maryland Partnership for Teaching and Learning K-16

Report of the K-16 Workgroup:

Highly Qualified Teacher Committee

Highly Qualified Administrator Committee

Standards and Curriculum Alignment Committee

Table of Contents

Executive Summary	1
Summary of Workgroup Goals and Major Strategies.....	3
Part I: K-16 Highly Qualified Teacher Committee.....	7
Action Plan, Goal 1	11
Action Plan, Goal 2.....	13
Action Plan, Goal 3.....	16
Action Plan, Goal 4.....	19
Recommendations from Reports Pertaining to Teacher Quality	22
Part II: K-16 Highly Qualified Administrator Committee.....	35
Action Plan Legend.....	37
Action Plan, Goal 1	38
Action Plan, Goal 2	41
Part III: PreK-16 Standards and Curriculum Alignment Committee.....	45
Action Plan, Goal 1	48
Action Plan, Goal 2	52
Action Plan, Goal 3	55
Action Plan, Goal 4	58
Standards and Curriculum Alignment Committee Documents Reviewed	61

Maryland Partnership for Teaching and Learning K-16

Report of the K-16 Workgroup:

Highly Qualified Teacher Committee

Highly Qualified Administrator Committee

Standards and Curriculum Alignment Committee

Executive Summary

The Maryland Partnership for Teaching and Learning K-16 has a distinguished history of accomplishment. Consider, for instance, the Redesign of Teacher Education, the establishment of Professional Development Schools, the development of Core Learning Goals, and the creation of the Bridge Goals. These alone would be reason for most states to rejoice. We in Maryland are justifiably proud of these accomplishments, and we wish to build upon this solid foundation. As Maryland embarks on the next part of its K-16 journey, we have an unprecedented opportunity to take this Partnership to a new level of cooperation and accomplishment unseen across this country. Already in the forefront of national K-16 initiatives, we stand ready to take the lead in strengthening our commitment to teacher and principal preparation as well as alignment of standards, assessments, and accountability throughout the K-16 community.

At the direction of the Maryland K-16 Leadership Council, the K-16 Workgroup addressed this school year critical issues facing the K-16 Partnership as a result of the passage of *No Child Left Behind*. The Workgroup decided to divide its work into three major committees. Those three committees are:

- Highly Qualified Teacher Committee
- Highly Qualified Administrator Committee
- Standards and Curriculum Alignment Committee

This report of the Workgroup includes this executive summary as well as a summary of the work of each committee accompanied by an action plan with goals and strategies. For the purposes of providing focus for the Council, each summary identifies the most important goals and strategies. However, it should be noted that the Workgroup is requesting action on all of the goals and strategies found in the three reports.

Implementation

The K-16 Workgroup is concerned that this report not simply end up on a shelf without being implemented. Accordingly, the Workgroup is suggesting the following steps to assure implementation of the goals and strategies:

1. Maintain the current committee structure, membership, and chairs, if possible, throughout the next school year.
2. Charge the committees with monitoring the implementation of the action plans and making the necessary short and long-term resource recommendations to the Leadership Council.
3. Report back to the Leadership Council at the end of the 2004-05 school year on the progress of the action plans.

Action Requested

The K-16 Workgroup is requesting the following two actions from the K-16 Leadership Council:

1. Adopt all of the goals and strategies found in the three committee reports.
2. Agree on the priority goals and strategies upon which the committees should focus for next school year.
3. Charge the K-16 Workgroup with following up on the goals and strategies during the 2004-05 school year per the above recommended implementation steps.

Summary of K-16 Workgroup Goals and Major Strategies

Highly Qualified Teacher Committee

1. Establish middle school certification.
 - a. Revise COMAR to include middle school certification, grades 4-8.
 - b. Develop middle school programs for initial certification at institutions of higher education at both the undergraduate and post-baccalaureate levels.
2. Implement Associate of Arts in teaching (AAT) degrees.
 - a. Approve and implement secondary (Math, Chemistry, Physics, and Spanish) and early childhood AAT programs.
 - b. Develop, approve, and implement additional secondary as well as special education and middle school AAT programs.
3. Promote and develop more collaborative K-16 professional development initiatives.
 - a. Pursue full implementation of the Redesign of Teacher Education.
 - b. Complete the Professional Development Schools (PDS) Study and develop a PDS funding model for presentation to legislators.
 - c. Ensure the alignment of professional development initiatives with the Professional Development Standards for Teachers.
4. Create and maintain standards-based systems to recruit and retain quality teachers
 - a. Implement the Teacher Education Capacity Study.
 - b. Apply consistent standards to all routes (alternative, traditional) to teacher certification.
 - c. Re-establish state scholarships, tuition waivers, and loan deferments.
 - d. Support mentoring programs to improve teacher retention and promote state and local development of other teacher retention strategies.

Highly Qualified Administrator Committee

1. Align educational administration programs with the expectations of NCLB and the instructional leadership recommendations in previous reports and publications.
 - a. Revise the language in the COMAR to eliminate reference to specific course titles while maintaining the 18 credit requirement and replace those titles with program outcomes aligned with the Maryland Instructional Leadership Framework (presently in draft form ready for stakeholder review).
 - b. Conduct an inventory of current course offerings at IHEs to determine the extent to which identified instructional leadership outcomes are part of their principal preparation programs.
2. Address the challenges faced by school systems in dealing with the impending shortage of qualified administrators.
 - a. Revise COMAR to provide a sustained experiential component for Administration II certification, allow for reciprocity for certified out-of-state principal candidates, and expand alternative routes to the principalship.
 - b. Identify aspiring leaders, provide them with opportunities for school-based leadership positions, and encourage them to pursue educational administration programs.
 - c. Implement previously identified strategies to clear the plate of principals so that they have time for instructional leadership and provide potential principals with incentives that promote the principalship.

Standards and Curriculum Alignment Committee

1. Prepare all students to meet University System of Maryland (USM) admissions requirements for entry into college, and ensure college/career success.
 - a. Establish USM admissions requirements as default program of study for all high school graduates.
 - b. Create high school, 2-year/4-year, and state/local middle level collaborative teams to facilitate communication about expectations and alignment.
 - c. Adopt the recommendations of the K-16 Math Bridge Goals Task Force III.
 - d. Develop and implement academic program standards and learning outcomes in the General Education Academic Disciplines.

2. Establish mechanisms for purposeful and planned communication among all stakeholders.
 - a. Provide early and ongoing college planning information and exploration activities, and college financial aid application assistance to student and parents.
 - b. Support partnerships between higher education, middle and high schools to provide exposure to and awareness of college opportunities and current initiatives.
3. Align PreK-16 assessment tools into a cohesive accountability continuum.
 - a. Make High School Assessment (HSA) and Maryland School Assessment (MSA) data on student performance available in the design and development of preK-16 initiatives and transition programs.
 - b. Arrange for all students to take the PSAT and/or college placement tests no later than 10th grade.
 - c. Study the feasibility of creating a common placement test for all colleges and universities.
 - d. Integrate data systems to track the progression of students from middle school through a college degree and transition into the workforce.
4. Develop services to provide meaningful assistance or student/families regarding college planning and financial aid.
 - a. Provide a transition program for 5th and 8th grade students to promote readiness for the next level and to maximize their success at each level.
 - b. Provide early college readiness counseling for middle and high school students/families including information about financial aid and admissions requirements.
 - c. Design and implement academic support systems for traditionally under-represented groups of students who take specific steps to prepare for college.

Part I: **K-16 Highly Qualified Teacher Committee**

Introduction and Charge

The Highly Qualified Teacher Committee was chaired by Virginia Pilato, Director of Certification and Accreditation at the Maryland State Department of Education, and Thomas Proffitt, Acting Dean of the College of Education, Towson University. On October 15, 2003, the Highly Qualified Teacher Committee was charged to review national and local practices, the *Redesign of Teacher Education*, research and reports, and recommend strategies for addressing teacher supply, demand, and retention; alignment of teacher education programs with K-12 needs; and research-based promising practices. The committee was also asked to develop an Action Plan consisting of high priority goals and strategies necessary for meeting the major teacher workforce issues faced in Maryland today.

In the initial organizational meeting, the group committed itself to (a) reviewing all of the important state reports, and numerous national reports, that have preceded this committee, and (b) producing new recommendations drawn from these reports. Attached to this report is a major report and recommendation chart that identifies many of the reports reviewed by the committee and lists recommendations that are relevant to this charge (see Attachment). The committee agreed to follow the principle that both its deliberations and final products would be consistent with the highly qualified teacher provisions of the *No Child Left Behind* federal legislation, and with the Quality Teacher Work Group Final Report produced in 2003 by the State Board of Education.

A second major commitment the committee decided upon in the initial meeting was to seek current information on the capacity of in-state institutions of higher education to prepare new teachers. As the leader of a major K-16 partner and himself a committee participant, the Acting Secretary of Higher Education, John Sabatini, stated that the Commission would undertake a new teacher education capacity study. This study was deemed critical to the committee's intentions to recommend that higher education intensify its efforts to produce and support Maryland's teacher workforce.

Committee Membership

Co-chairs

- Virginia Pilato, Director of Certification and Accreditation, Maryland State Dept. of Education (MSDE)
- Thomas Proffitt, Acting Dean, College of Education, Towson University

Committee Staff

- Michael Kiphart, Acting Assistant Secretary for Planning and Academic Affairs, Maryland Higher Education Commission (MHEC)
- Tracy Irish, Program Approval Specialist, MSDE
- Dominique Raymond, Education Policy Analyst, MHEC

Committee Members

- Alfreda Adams, Principal, Mills-Parole Elementary School, Annapolis
- Lynn Blackman, Senior Manager, Recruiting and Staffing, Anne Arundel County Public Schools
- Brenda Conley, Chair, Education Programs, University of Maryland University College
- Diane Davis, Associate Professor, Coordinator, PDS, College of Notre Dame of Maryland
- Colleen Eisenbeiser, Director, TEACH Institute, Anne Arundel Community College
- George J. Funaro, Consultant
- Lynn Gangone, Vice President, Maryland Independent Colleges and Universities Association
- Darren Hornbeck, Teacher, Linganore High School, Frederick County
- Christine Johns, Deputy Superintendent, Baltimore City Public Schools
- Elizabeth Kelley, Director, Office of Credentialing, Dept. of Human Resources-Child Care Administration
- Diane Lee, Vice Provost Student Academic Affairs, University of Maryland Baltimore County
- Cosmas Nwokeafor, Interim Dean, School of Arts & Sciences, Bowie State University
- Kathy O'Dell, Associate Dean, College of Arts & Sciences, University of Maryland Baltimore County
- Mamie Perkins, Director of Human Resources, Howard County Public Schools
- Steve Rohde, Maryland Committee for Children
- Michael Rosenthal, Academic Affairs Special Asst to the Provost, McDaniel College
- Bernadette Sandruck, Chair, Dept. of Mathematics, Howard Community College
- Carol Williamson, Associate Superintendent, Queen Anne's County Public Schools
- Donna Wiseman, Associate Dean, Teacher Education, University of Maryland, College Park
- Suzanne Zilber, Human Resources Specialist, Howard County Public Schools

Committee Activities

Members of the Highly Qualified Teacher Committee met throughout the 2003-2004 year through face-to-face meetings, conference calls, and email, with formal meetings held on the following dates: October 15, 2003; December 8, 2003; February 17, 2004; and April 14, 2004.

Teacher education has been the subject of major task forces since 1995 and before, resulting in the adoption of the *Redesign of Teacher Education* in 1995. Members urged in its first meeting that committee work begin with past recommendations and move forward with strategies that still need attention. The committee brainstormed the important topics of the day and compared current issues with those were current at the time other reports were prepared. Subsequently, the committee developed a chart (see Attachment) showing major reports and recommendations from those reports related to the new charge. From this analysis and discussion of other current issues, the committee developed its top priorities that would become the basis of its Action Plan. The committee's recommendations, grounded in the work of numerous other committees, would have the currency of today.

Professional Development Schools, an important policy initiative in Maryland dating back to the 1995 *Redesign of Teacher Education*, were identified as an important element in the charge. Simultaneous with the early deliberations of the committee, State Superintendent of Schools, Nancy Grasmick, and Acting Secretary of Higher Education, John Sabatini, assigned their respective staffs to develop a statewide professional development school study as well as the statewide teacher education capacity study mentioned above. Rather than pursue professional development schools as a separate major focus for committee discussion and possible recommendations, the committee received updates from Co-Chair Virginia Pilato on the early development of the MSDE-MHEC study. With professional development schools a major Maryland K-16 initiative, the committee included strategies related to the *Redesign of Teacher Education* and professional development schools in its final product, the Action Plan.

With the Associate of Arts in Teaching (AAT) degree a very important issue in teacher education in Maryland, an AAT item was added to the committee's agenda: This item was the proposed two-year program outcomes for an AAT in Early Childhood Education. Significantly, the committee partially accepted the proposed outcomes described by an Early Childhood Education consortium of two-year and four-year representatives, but recommended to the presenters that they seek wider input to address childcare community concerns. In the end, the committee fully accepted the proposed AAT program outcomes, congratulated the Early Childhood representatives, who had completed the hard work so well, and recommended that the outcomes move directly to the AAT Oversight Council and the K-16 Leadership Council. Significantly, one of the four final action goals of the committee supports Maryland's AAT initiative.

Several other issues for study came to the committee mid-process directly from the K-16 Leadership Council. These included scholarships, loan forgiveness, and teacher retention. Recommendations concerning these issues are included in the Action Plan.

The Action Plan

The Action Plan developed by the committee sets forth goals and strategies aimed at improving teaching and learning in Maryland public schools. Though not listed in a priority order, the following four goals are grouped with the two very specific goals present first, and the two more board-based goals presented next. Importantly, the committee's first goal, establish middle school certification, is in response to this recommendation found in numerous task force reports over recent years.

The Action Plan that follows proposes the following major goals:

- Establish middle school certification.
- Implement Associate of Arts in Teaching degrees.
- Promote and develop more collaborative K-16 professional development initiatives to promote teacher quality and effectiveness in both local school systems and higher education.
- Create and maintain standards-based systems to recruit and retain quality teachers.

These four goals are both broad and specific. They draw directly from reports of the past and are consistent with No Child Left Behind, as well as the State Board of Education's Quality Teacher Work Group Final Report, which currently guides the State Board's teacher workforce priorities. They reinforce the *Redesign of Teacher Education*, as existing state policy. Finally, these goals contain numerous, highly connected strategies and a timeline that is both urgent and pragmatic.

K-16 Action Plan: Highly Qualified Teacher Committee

Goal 1: Establish middle school certification.

Strategy	Responsibility of	Timeline/Date Completed	Resources Needed	Indicators of Success
1. Adopt COMAR for middle school certification grades 4-8	Approval from the MSBIE and PSTEB	One year Spring 05	Staff time Legal counsel	Adopted regulation
2. Develop middle school programs for initial certification at institutions of higher education at both: -Undergraduate -Post-baccalaureate levels	Higher education community; MSDE and MHEC program approval	Pilot Middle School Programs 04/05 Implement full scale 05/06	Small grants for summer planning to develop pilot programs	Approved middle school certification programs at IHES across the state
3. Develop Masters programs with middle school content specialization for teachers seeking middle school certification	Higher education community, MSDE, and MHEC program approval	Pilot Middle School Programs 04/05 Implement full scale 05/06	Small grants for summer planning to develop pilot programs	Approved middle school certification programs at IHES across the state
4. Develop course/workshop-based non-degree option for certified elementary teachers seeking middle school endorsement	Higher education community, MSDE, and MHEC program approval	Pilot Middle School Programs 04/05 Implement full scale 05/06	Small grants for summer planning to develop pilot programs	Approved middle school certification programs at IHES across the state

Strategy	Responsibility of Completed	Timeline/Date Completed	Resources Needed	Indicators of Success
5. Conduct periodic reviews of middle school PRAXIS II content examinations: <ul style="list-style-type: none"> a. Review content of PRAXIS II examinations and work with ETS to improve alignment with state-recognized national standards b. Recalibrate qualifying scores based on candidate performance 	MSDE with Local School Systems and IHEs	Initial 2005/2006 Ongoing	Funding for summer stipends for 10 month employees Staff time	Adoption of report with recommendations for changes Adoption of revised tests and/or qualifying scores

Goal 2: Implement Associate of Arts in Teaching (AAT) degrees.

Strategy	Responsibility of	Timeline/Date Completed	Resources Needed	Indicators of Success
1. Final approval of the AAT in Secondary Education: Math, Chemistry, Physics, Spanish	Secondary AAT Oversight committee MHEC for 2 year approval	June 2004	Staff time	MHEC Approval letters
2. Implement AAT in Secondary Education: Math, Chemistry, Physics, Spanish	2 year IHEs	September 2004	Staff time	Numbers of candidates enrolled 2 yr and 4 yr IHEs agree to common structures
3. Final approval of AAT in Early Childhood Education	Sec. AAT Oversight committee MHEC for 2 year approval	June 2004	Staff time	MHEC Approval letters
4. Implement the AAT in Early Childhood Education	2 year IHEs	September 2004	Staff time	Numbers of candidates enrolled 2 yr and 4 yr IHEs agree to common structures

Strategy	Responsibility of	Timeline/Date Completed	Resources Needed	Indicators of Success
5. Develop/Approve/ Implement the AAT in Special Education	Sec. AAT Oversight committee MHEC for 2 year approval 2 year IHEs	June 2005	Planning time	Oversight Council (O.C.) approval of outcomes Numbers of candidates enrolled 2 yr and 4 yr IHEs agree to common structures
6. Develop/Approve/ Implement AAT in Middle School	Sec. AAT Oversight committee MHEC for 2 year approval 2 year IHEs	June 2005	Discipline planning time	O.C. approval of outcomes Numbers of candidates enrolled 2 yr and 4 yr IHEs agree to common structures
7. Develop/Approve/ Implement additional content areas AAT in Secondary Education	Sec. AAT Oversight committee MHEC for 2 year approval 2 year IHEs	June 2006	Discipline planning time	O.C. approval of outcomes Numbers of candidates enrolled 2 yr and 4 yr IHEs agree to common structures
8. Oversight Council to convene 2 yr and 4 yr implementation teams for each new AAT to offer common structures	Oversight committee 2 year IHEs 4 year IHEs	August 2004	Staff time	2 yr and 4 yr IHEs agree to common structures for implementation

Strategy	Responsibility of Oversight committee	Timeline/Date Completed	Resources Needed	Indicators of Success
9. Oversight Council monitors on-going implementation and addresses issues	Oversight committee 2 year IHEs 4 year IHEs	Ongoing	Staff time	2 yr and 4 yr IHEs agree to common structures for implementation
10. MHEC send all new AT programs to 4 year IHEs for review prior to final approval	MHEC	Ongoing	Staff time	2 yr and 4 yr IHEs agree to common structures for implementation

Goal 3: Promote and develop more collaborative K-16 professional development initiatives to promote teacher quality and effectiveness in both LEAs and IHEs.

Strategy	Responsibility of	Timeline/Date Completed	Resources Needed	Indicators of Success
1. Pursue full implementation of the <i>Redesign of Teacher Education</i> <ul style="list-style-type: none"> • Academic background • Field and clinical experience • Performance assessment • Linkage to K-12 school reform initiatives / professional development 	MSDE; MHEC; K-12; IHEs	Initial launch: 2004-05; Ongoing reaffirmation of <i>the Redesign</i> .	Staff time; K16 Summit to promote continuing success from IHEs and LEAs.	TPP; Increase number of PDSs; General budget funds allocated for PDSs by IHEs and LEAs
2. Perform the Professional Development Schools (PDS) Study	K-16 community, with State Teacher Education Council (STEC) serving as an advisory committee to the group	Data submitted to MSDE by May 2004; Initial data analysis; Final results released Fall 2004	Staff time; funding for data analysis of final report; additional expert analysis	Final report with specific recommendations to focus the attention of PDSs
3. Establish joint K-12 and IHE legislative presentations to promote professional development initiatives, beginning with developing a description and funding model for professional development schools for IHEs and LEAs to present to legislators.	K-16 Leadership Council co-chairs (MSDE, MHEC, and USM) and membership	Initial launch: 2004-05; Ongoing	Staff time	Some performance measures; development of the legislative presentations; professional development and distribution of federal funds to IHEs in partnership with LEAs

Strategy	Responsibility of	Timeline/Date Completed	Resources Needed	Indicators of Success
4. Ensure professional development meets content needs for different teachers. Develop wide-ranging master's programs (e.g., M.A. in Math, content M.A. for middle school teachers) to address content needs of in-service teachers	MSDE, School systems; K-12 with IHEs, Education faculty, MHEC, if required	2004-05 distribute information on existing models; 2005-06- additional programs developed in the various content fields; ongoing	Staff time; start-up funds; incentive funds; cooperation among higher education within institutions (i.e., College of Educations and Arts and Sciences), with endorsement from President and provosts	New master's programs developed collaboratively among education and content areas throughout IHEs
5. Develop systematic data collection, analyze data, and develop recommendations to inform professional development activities K-16	MSDE; PDAC; LEAs	Ongoing annual update	Staff time of all responsible parties; funding; capacity to analyze data the results	Final report on the data collection survey on professional development with ongoing updates Data from the first two years of the survey should guide improvements/ changes in professional development
6. Support professional development.	6a. Complete and disseminate the final Profession Development Standards for teachers	MSDE/PDAC	2004-05	Staff time; ongoing stakeholder meetings
				Finalized standards and dissemination of documents throughout the state

Strategy	Responsibility of MSDE/CPD process; LEAs; IHEs	Timeline/Date Completed Initiate as soon as PDAC standards are finalized; ongoing	Resources Needed Staff time	Indicators of Success Number of new CPDs that reflect the PDAC standards
6b. Ensure school-based and system-based professional development alignment (i.e., workshops, presentations, continuing PD courses) with the professional development standards (PDAC) for teachers.				

Goal 4: Create and maintain standard-based systems to recruit and retain quality teachers.

Strategy	Responsibility of	Timeline/Date Completed	Resources Needed	Indicators of Success
1. Implement the Teacher Education Capacity Study	MHEC	2004-05	Staff time	Final report by MHEC
2. Apply consistent standards to all routes (e.g., alternative, traditional) to teacher certification.	MSDE	Fall 2004	Staff time	Adoption of revised resident teacher certificate regulations
3. Reestablish state scholarships or tuition waivers, and loan deferments for teachers and teacher candidates for critical shortage areas (content and geographic), and for those teaching in low performing schools.	MHEC	2005 legislative session, pending state funding	State funding	Reestablishment of scholarships
4. Support mentoring programs to improve teacher retention.	MSDE; LEAs	Initial analysis: Spring 2005-06;	LEAs; any data analysis that specific LEAs may have (Baltimore, Prince George's and Montgomery Counties)	Research-based MSDE report on mentoring programs across the State
4a. Evaluate and analyze current mentoring programs to determine promising practices in all jurisdictions across the state.	MSDE	Initial analysis: Spring 2005-06	Data from MSDE	
4b. Identify mentoring programs sensitive to content as well as school climate.				

Strategy	Responsibility of	Timeline/Date Completed	Resources Needed	Indicators of Success
4c. Identify and disseminate promising practices and effective strategies in mentoring systems across the state.	MSDE	Ongoing	Data from MSDE	Implementation of promising practices and strategies in existing mentoring programs
5. Promote “teacher” as a career in the public schools.				
5a. Establish additional teacher education clubs and curriculum for teaching academics to inform and prepare H.S. students of careers in teacher education.	Classroom teachers, guidance counselors, IHE academic advisors, statewide curriculum development committee	Ongoing	Ongoing	Increased number of teacher education clubs and enrollment of teaching academics statewide
5b. Establish and support “grow your own teachers” initiatives for paraprofessionals to attract teachers to the profession.	Two- four-year higher education; LEAs; ongoing	Developed in a year; initiate Fall 2004; ongoing	MSDE to facilitate initial meeting	Increased number of paraprofessionals who become professionally certified as teachers
6. To promote state and local development of retention strategies, invite experts to present on teacher retention to K-16 leaders	MSDE; IHEs; LEAs	2004-05 academic year	Speaker's fees	High attendance at presentation; implementation of retention strategies at LEAs and IHEs

Strategy	Responsibility of Completed	Timeline/Date Completed	Resources Needed	Indicators of Success
7. Develop a state database on the teacher workforce that tracks teachers by preparation program type, including alternative certification; years of teaching; local school system employer(s); and professional development experiences.	School Systems; MSDE	2008-09 academic year	Regional project in Mid-Atlantic states funding	Increased knowledge about preparation program/certification types, retention, and types of professional development
8. Establish a K-16 dialogue between H.S. guidance counselors and IHEs	K-16 workgroup	Every other fall starting Fall 04	Staffing report, teacher ed capacity study; staff time; committee; Maryland School Counsel Association representatives	Number of counselors who receive information; dissemination

Recommendations from Reports Pertaining to Teacher Quality

Topic	Recommendation	Report	Rec. No.
Ensuring High Quality Teachers in Maryland Schools	<p>The K-16 Partnership must ensure that all teacher preparation programs include rigorous preparation of teachers with knowledge, skills, and demonstrated competencies to help all students meet/exceed state academic performance standards.</p> <ul style="list-style-type: none"> -MSDE and LSSs must improve incentives to enable the teaching profession to attract and retain highly dedicated and talented teachers and principals. -MSDE, LSSs, and teacher organizations must effectively link public school teacher compensation, reward, and support systems to teaching assignment difficulty. -LSSs must abandon the practice of assigning the least qualified teachers to the most challenging classroom situations. -MSDE and LSSs must link teacher rewards to standardized gains in student achievement, as assessed by standard and non-standard measures. 	Minority Achievement in Maryland at the Millennium (AIMMS Report)	1
Ensuring High Quality Teachers in Maryland Schools	<p>Consider creating an objective and uniform Maryland performance-based certification system aligned to standards, such as those of the Interstate New Teachers Assessment and Support Consortium (INTASC) and National Council for the Accreditation of Teacher Education (NCATE), as well as NCLB requirements, that require teacher candidates to demonstrate specified competencies.</p>	Quality Teacher Work Group Final Report	1a
Ensuring High Quality Teachers in Maryland Schools	<p>It is recommended that by July 1, 2009, Maryland require that all newly hired teachers will have completed an approved program. Approved programs will utilize flexibility to include traditional, alternative, and newly created programs leading to certification under a common set of standards. It is further recommended that the MSDE direct MSDE to approve innovative teacher certification programs developed by community colleges in conjunction with local school systems as well as four-year institutions.</p>	Quality Teacher Work Group Final Report	1
Ensuring High Quality Teachers in Maryland Schools	<p>It is recommended that MSDE conduct periodic reviews of Maryland's qualifying scores on the Praxis I and II to ensure alignment with Maryland standards and expectations. It is further recommended that MSDE facilitate a statewide collection system of recognized and successful Praxis I and II preparation programs to be administered by institutions of higher education.</p>	Quality Teacher Work Group Final Report	2

Topic	Recommendation	Report	Rec. No.
Ensuring High Quality Teachers in Maryland Schools	It is recommended that professionally certified personnel may receive additional endorsements on their certificate by: taking a minimum of 30 credits (appropriately distributed) in a specified content area OR Passing Praxis II in that content area. It is further recommended that MSDE provide state incentives for course work completion, testing preparation, and Praxis completion as needed for incumbent, professionally certified teachers seeking to become highly qualified as defined in NCLB.	Quality Teacher Work Group Final Report	3
Ensuring High Quality Teachers in Maryland Schools	It is recommended that the Education Article Section §22-406 legislation be amended to permit retired principals and retired teachers to be rehired by their respective school systems beyond the June 30, 2004 sunset provision.	Quality Teacher Work Group Final Report	6
Ensuring High Quality Teachers in Maryland Schools	It is recommended that the Education Coordinating Committee (ECC), through the Maryland Partnership for Teaching and Learning K-16 Leadership Council, ensure that issues and policies related to teacher education are coordinated and aligned across all interagency constituents.	Quality Teacher Work Group Final Report	4
Ensuring High Quality Teachers in Maryland Schools	It is recommended that the Education Coordinating Committee (ECC), through the Maryland Partnership for Teaching and Learning K-16 Leadership Council, increase the capacity of Maryland's Institutions of Higher Education to produce the teacher candidates needed to fulfill the hiring needs of the local school systems throughout the state, particularly in content fields that are declared critical shortage areas.	Quality Teacher Work Group Final Report	5
Ensuring High Quality Teachers in Maryland Schools	Support the funding and full implementation of the Redesign of Teacher Education with particular attention to the development, maintenance, and institutionalization of Professional Development Schools.	Quality Teacher Work Group Final Report	1b
Ensuring High Quality Teachers in Maryland Schools (Educator Capacity)	I. Assure teachers expertise in assessing individual student progress, determining student needs, and applying appropriate instructional strategies to ensure student success.	Every Child Achieving: A Plan for Meeting the Needs of the Individual Learner	
Ensuring High Quality Teachers in Maryland Schools (Educator Capacity)	II. Assure that all teachers have the content expertise and appropriate credentials to deliver the prescribed curriculum.	Every Child Achieving: A Plan for Meeting the Needs of the Individual Learner	

Topic	Recommendation	Report	Rec. No.
Ensuring High Quality Teachers in Maryland Schools (Educator Capacity)	III. Develop instructional leadership capacity in school administrators.	Every Child Achieving: A Plan for Meeting the Needs of the Individual Learner	
High Quality Math Teachers	Provide all teachers of mathematics with regularly scheduled, meaningful professional development opportunities in mathematics and mathematics education.	2001 Keys to Math Success	19
High Quality Math Teachers	Provide teachers with opportunities to develop a repertoire of teaching strategies which will provide students with opportunities to become competent problem solvers and critical thinkers, and enable them to construct meaning for important mathematical ideas.	2001 Keys to Math Success	13
High Quality Math Teachers	Require pre-service early childhood, elementary and special education teachers to successfully complete mathematics and mathematics education coursework that reflects the content areas and topics suggested by the <i>Mathematical Education of Teachers</i> (CBMS, 2001)	2001 Keys to Math Success	16
High Quality Math Teachers	Require that candidates for initial and permanent certification as school administrators and (K-16) mathematics teachers demonstrate computer, calculator, and Internet skills and have the ability and willingness to incorporate technology/multimedia into mathematics instruction.	2001 Keys to Math Success	21
High Quality Math Teachers	Support teachers' efforts in meeting the expectation that they will provide instruction that facilitates mathematical proficiency - factual knowledge, procedural fluency, and conceptual understanding.	2001 Keys to Math Success	12
High Quality Math Teachers	Support the expectation that teachers will continuously use varied strategies in order to monitor, enhance, and assess student learning.	2001 Keys to Math Success	14
Middle School	Establish a teaching certificate in middle school mathematics.	2001 Keys to Math Success	18

Topic	Recommendation	Report	Rec. No.
Middle School Highly Qualified Middle School Teacher	<p>To be considered highly qualified, all K-12 teachers and middle grades teachers who teach a core academic subject must:</p> <ol style="list-style-type: none"> 1) Hold at least a bachelor's degree from a regionally-accredited institution of higher education (IHE); 2) Hold a valid Standard Professional Certificate or Advanced Professional Certificate or Resident Teacher Certificate; AND 3) Demonstrate high level of competency in each of the core academic subjects in which the teacher teaches by one of the following: <ol style="list-style-type: none"> a) passing the applicable state content test in each of the core academic subjects in which the teacher teaches; OR b) completing an academic major; OR c) completing the coursework equivalent to an academic major; OR d) earning a graduate degree; OR e) achieving certification by the National Board for Professional Teaching Standards, in each of the core academic subjects in which the teacher teaches; OR f) meeting the requirements of Maryland's High Objective Uniform State Standard of Evaluation (HOUSSE). (Veteran teachers only.) 		
Middle School (Staffing Content Areas of Critical Teacher Shortage)	<p>It is recommended that the MSBE work through ECC to request a legislative bill to award state-funded full tuition waivers to prospective candidates for two- and four-year public institutions preparing to teach in critical shortage areas.</p>	Quality Teacher Work Group Final Report 3	
Middle School (Staffing Content Areas of Critical Teacher Shortage)	<p>It is recommended that the MSBE direct MSDE to create a middle school certification endorsement for incumbent teachers who have a minimum of 30 credits in an academic content area OR pass the content portion of Praxis II for that field.</p>	Quality Teacher Work Group Final Report 1	
Middle School (Staffing Content Areas of Critical Teacher Shortage)	<p>It is recommended that the MSBE direct the MSDE to fund Future Educators of America (FEA) clubs in high schools and middle schools to inform students of the critical shortage areas and to encourage students to become teachers in one of these areas.</p>	Quality Teacher Work Group Final Report 4	

Topic	Recommendation	Report	Rec. No.
Professional Development	<p>Recommendation: Quality Professional Development for Educators</p> <p>The Committee recognizes that MSDE maintains a statewide Regional Professional Development Network and is establishing a statewide Principals Academy Program. These represent two important implementation strategies to focus on the following professional development needs identified by the Steering Committee.</p> <ul style="list-style-type: none"> -Use of effective intervention strategies for students identified as not achieving at grade level. -Use of teaching strategies that represent the best practices for cross-cultural instruction. -Ability to deploy effective literacy programs for students from diverse backgrounds and learning needs. -Creating a learning environment and school climate that helps ensure the academic achievement of all students, as outlined in the Maryland State Education That Is Multicultural Regulation. 	Minority Achievement in Maryland at the Millennium (AIMMS Report)	2
Professional Development (Collaboration)	Effective professional development ensures that all teachers are able to collaborate with colleagues and others in the interest of improving instruction and eliminating student learning gaps.	Teacher Professional Development Standards	6
Professional Development (Continuing PD)	16. Teachers should engage in career-long professional development; school systems should assist teachers in developing their own "professional development plans."	1995 Redesign of Teacher Education	16
Professional Development (Continuing PD)	17. Teachers should be provided access to continuing professional development programs at Professional Development Schools in their regions.	1995 Redesign of Teacher Education	17
Professional Development (Continuing PD)	21. The Maryland State Department of Education should implement a multi-stage assessment as described in recommendations 7, 14 and 15 in this report.	1995 Redesign of Teacher Education	21

Topic	Recommendation	Report	Rec. No.
Professional Development (Data Driven)	Effective professional development relies on rigorous analysis of disaggregated student data to focus adult learning priorities, teacher practice and student learning and to sustain continuous improvement.	Teacher Professional Development Standards 1	
Professional Development (Design and teacher learning)	The design of effective professional development applies knowledge about adult learning theory and effective practices to all teachers learning experiences.	Teacher Professional Development Standards 3	
Professional Development (Equity)	Effective professional development ensures that all teachers (1) understand and are able to meet the learning needs of all students, (2) expect that all students will master Maryland's content standards and score well on approved national, state, and local assessments, and (3) are able to create safe, orderly, and supportive learning environments to facilitate learning by all students.	Teacher Professional Development Standards 7	
Professional Development (Evaluation)	Rigorous, multifaceted evaluations assess the quality of professional development and the attainment of intended outcomes and are used to inform planning.	Teacher Professional Development Standards 2	
Professional Development (Quality Teaching)	Effective professional development (development (1) deepens all teachers' content knowledge and understanding of Maryland content standards (2) ensures that all teachers understand and can apply research-based instructional strategies to assist students in mastering Maryland content standards, and (3) ensures that all teachers understand and can use various types of classroom assessment to accurately measure student mastery as well as gaps in mastery.	Teacher Professional Development Standards 4	

Topic	Recommendation	Report	Rec. No.
Professional Development (Research-based)	Effective professional development ensures that all teachers have the knowledge skills, and dispositions to apply research to decision making.	Teacher Professional Development Standards	5
Professional Development Experience	10. Professional Development Schools should demonstrate effective uses of technology as an instructional, planning, and management tool. Interns and experienced teachers should gain expertise in effectively applying technology to the learning needs of all children.	1995 Redesign of Teacher Education	10
Professional Development Experience	11. Teacher candidates in extensive Professional Development School internships should study and have experience with children and youth from multicultural settings. Internship experiences should include intensive involvement with children from diverse backgrounds as well as opportunities to interact with parents and the broader community.	1995 Redesign of Teacher Education	11
Professional Development Experience	12. Teacher candidates in extensive Professional Development School internships should study and have experience with students with special learning needs and should develop effective inclusion strategies to integrate regular and special education students into their classrooms.	1995 Redesign of Teacher Education	12
Professional Development Experience	13. Incentives should be provided to mentors, cooperating teachers and interns who participate in the Professional Development Schools.	1995 Redesign of Teacher Education	13
Professional Development Experience	15. The Professional Development Monitoring and Assessment Team should ensure that exit portfolio requirements are fully met before recommending initial teacher certification.	1995 Redesign of Teacher Education	15
Professional Development Experience	6. Every teacher candidate should do an extensive internship in a specially designed Professional Development School.	1995 Redesign of Teacher Education	6
Professional Development Experience	9. Professional Development Schools should support school improvement efforts and other Statewide pre-K-12 reform initiatives.	1995 Redesign of Teacher Education	9
Professional Development Experience	14. Interns should be assessed through a developmental portfolio review process. This process should be based upon rigorous performance criteria applied to a portfolio created at entrance, developed during the internship, and concluded upon exit from the internship.	1995 Redesign of Teacher Education	14

Topic	Recommendation	Report	Rec. No.
Professional Development Experience	<p>7. The Maryland State Department of Education should develop guidelines for use by university, college and school system partnerships in the establishment of rigorous standards for admission to a Professional Development School. These basic requirements should include:</p> <ul style="list-style-type: none"> -Substantial completion of a bachelor's degree in an academic discipline, academic interdisciplinary or multidisciplinary program, or performance-based education program; -Successful completion of a State-approved assessment measuring knowledge in general liberal arts and sciences; and -Successful completion of a State-approved assessment measuring knowledge in the intended teaching content area. 	1995 Redesign of Teacher Education	7
Professional Development Experience	<p>8. Maryland's Essential Dimensions of Teaching and the Interstate New Teacher Assessment and Support Consortium (INTASC) should serve as the framework for the teacher education curriculum. The Professional Development School should provide clinical settings for teacher candidates to master the combination of theory and practice inherent in these Essentials.</p>	1995 Redesign of Teacher Education	8
Recruitment and Retention	<ul style="list-style-type: none"> •Organize every school for teaching and learning success. To ensure that schools are places where strong learning can occur, the Commission recommends downsizing and reorganizing schools into smaller learning communities focused on achieving clear instructional objectives. 	National Commission of Teaching and America's Future (NCATF) <i>Call to Address Teacher Retention Crisis</i> (based on R. Ingersoll's data)	
Recruitment and Retention	Creating a state income tax credit for professional classroom teachers	National Commission of Teaching and America's Future (NCATF) <i>Call to Address Teacher Retention Crisis</i> (based on R. Ingersoll's data)	
Recruitment and Retention	Developing Maryland's Initiative for New Teachers (MINT) to support beginning educators through seminars, a newsletter and other activities	National Commission of Teaching and America's Future (NCATF) <i>Call to Address Teacher Retention Crisis</i> (based on R. Ingersoll's data)	

Topic	Recommendation	Report	Rec. No.
Recruitment and Retention	Distributing statewide mentoring grants to support newly hired teachers	National Commission of Teaching and America's Future (NCATF) Conference: <i>Call to Address Teacher Retention Crisis</i> (based on R. Ingersoll's data)	
Recruitment and Retention	Enhancing teacher preparation using year-long internships and professional development schools	National Commission of Teaching and America's Future (NCATF) Conference: <i>Call to Address Teacher Retention Crisis</i> (based on R. Ingersoll's data)	
Recruitment and Retention	Establishing a statewide support structure for teachers seeking certification from the National Board for Professional Teaching Standards	National Commission of Teaching and America's Future (NCATF) Conference: <i>Call to Address Teacher Retention Crisis</i> (based on R. Ingersoll's data)	
Recruitment and Retention	Increasing teacher salaries through the Governor's Teacher Salary Challenge Program	National Commission of Teaching and America's Future (NCATF) Conference: <i>Call to Address Teacher Retention Crisis</i> (based on R. Ingersoll's data)	
Recruitment and Retention	Providing stipends to experienced teachers who work in low performing schools	National Commission of Teaching and America's Future (NCATF) Conference: <i>Call to Address Teacher Retention Crisis</i> (based on R. Ingersoll's data)	

Topic	Recommendation	Report Rec. No.
Recruitment and Retention	Reemploying retired teachers without penalty to their retirement income	National Commission of Teaching and America's Future (NCATF) Conference: <i>Call to Address Teacher Retention Crisis</i> (based on R. Ingersoll's data)
Recruitment and Retention	<ul style="list-style-type: none"> • Develop and sustain professionally rewarding career paths for teachers, from induction through accomplished teaching. NCTAF calls on states and school districts to establish and support mentoring programs for new teachers, and develop clear and rewarding career paths to accomplished teaching. 	National Commission of Teaching and America's Future (NCATF) Conference: <i>Call to Address Teacher Retention Crisis</i> (based on R. Ingersoll's data)
Recruitment and Retention	<ul style="list-style-type: none"> • Ensure that the teacher preparation system meets both the teaching requirements of our schools and the learning needs of students. NCTAF advocates an end to the debate over "alternative" vs. "traditional" teacher preparation. Noting that all routes to teaching lead to the front of the classroom, NCTAF stresses the importance of ensuring that all teacher preparation programs "alternative and traditional" set and meet high standards. All routes should ensure that every teacher has mastered the content in their teaching area and know how to teach it well. Short-term, quick-fix approaches to placing teachers in the classroom have been shown to fuel high teacher attrition rates, and diminish teaching quality. 	National Commission of Teaching and America's Future (NCATF) Conference: <i>Call to Address Teacher Retention Crisis</i> (based on R. Ingersoll's data)
Recruitment and Retention	It is recommended that MSBE charge this same task force to develop a progression of classroom related leadership roles and responsibilities for teachers with appropriate additional compensation.	Quality Teacher Work Group Final Report 2
Recruitment and Retention	It is recommended that MSBE form a task force of key stakeholders including representation from the General Assembly, P-12 teachers, local school boards, county government, and community representatives to develop a plan which will include funding and a timeline to raise existing pay schedules of teachers.	Quality Teacher Work Group Final Report 1
Recruitment and Retention	It is recommended that MSBE work with the State Superintendent to lead the Board of Trustees of the State Retirement and Pension System of Maryland to undertake a comprehensive reform that will significantly improve the retirement and pension system available to public school educators.	Quality Teacher Work Group Final Report 6

Topic	Recommendation	Report	Rec. No.
Recruitment and Retention	It is recommended that MSDE conduct a statewide review of the school-based responsibilities of teachers in an effort to eliminate non-instructional requirements and duties that are not related to enhancing student achievement and may impact teacher retention.	Quality Teacher Work Group Final Report	5
Recruitment and Retention	It is recommended that MSDE develop and fund collaborative consortia of local school systems and two-year and four-year institutions of higher education, that will improve student learning by providing educator career preparation and professional development that are highly relevant to local school system needs.	Quality Teacher Work Group Final Report	4
Recruitment and Retention	It is recommended that the Governor and the General Assembly develop and fund substantive scholarships and loan forgiveness programs to recruit and retain highly qualified teaching candidates.	Quality Teacher Work Group Final Report	3
Recruitment and Retention	Create high-powered incentive and support systems to recruit and retain quality teachers.	Visionary Panel - Teacher Quality Task Group	1
Staffing Content Areas of Critical Teacher Shortage	Ensure the full implementation and expansion where necessary of articulation agreements between Maryland two-year and four-year colleges and universities, assuring the acceptance of the Associate of Arts in Teaching (AAT) degree.	Quality Teacher Work Group Final Report	5a
Staffing Content Areas of Critical Teacher Shortage	It is recommended that the MSBE endorse the Associate of Arts in Teaching (AAT) degree and support the immediate writing of outcomes in the secondary content areas, special education, and early childhood.	Quality Teacher Work Group Final Report	5
Staffing Content Areas of Critical Teacher Shortage	It is recommended that for certification areas where there are no (or only one) Maryland approved program(s) and corresponding areas of teacher shortage, the ECC take appropriate action to: (1) contract with out-of-state institutions to reserve an acceptable number of student spaces for Maryland students and/or (2) identify an appropriate and/or willing institution to establish a program primarily for Maryland students and to fund such a program for an initial start-up period.	Quality Teacher Work Group Final Report	8
Staffing Content Areas of Critical Teacher Shortage	It is recommended that MSBE include non-classroom professional positions in the annual declaration of content areas of critical shortage.	Quality Teacher Work Group Final Report	6
Staffing Content Areas of Critical Teacher Shortage	It is recommended that MSBE request legislation to provide stipends or bonuses to highly qualified teachers teaching in critical shortage areas.	Quality Teacher Work Group Final Report	7

Topic	Recommendation	Report	Rec. No.
Staffing Content Areas of Critical Teacher Shortage	It is recommended that the MSBE direct MSDE to create a secondary content certification endorsement for incumbent special education teachers who have a minimum of 30 credits in an academic content area OR pass the content portion of Praxis II for that field.	Quality Teacher Work Group Final Report	2
Staffing Content Areas of Critical Teacher Shortage	Strongly support the development and implementation of the AAT degree in secondary education, special education, and early childhood education.(Elementary education AAT programs have already been created; support must be given to the ongoing process of revising and supporting seamless transfer.)	Quality Teacher Work Group Final Report	5b
Teacher preparation	Create a comprehensive performance-based teacher preparation and certification system that is aligned with PreK-12 student achievement.	Visionary Panel - Teacher Quality Task Group	2
Undergraduate Preparation	2. As part of a comprehensive foundation in the liberal arts, all prospective teachers should have substantive math, science, and technology backgrounds.	1995 Redesign of Teacher Education	2
Undergraduate Preparation	3. Teacher preparation programs should accommodate "early deciders" (i.e., undergraduates who express an interest in teaching as a career) and "late deciders" (i.e., those who decide to pursue teaching as a career after they earn their baccalaureate).	1995 Redesign of Teacher Education	3
Undergraduate Preparation	1. All students pursuing careers in teaching should complete programs with sufficient academic rigor to give them the depth and breadth necessary to effectively teach their subjects. This may be accomplished by:	1995 Redesign of Teacher Education	1, a, b.
Undergraduate Preparation	a. A degree in a single academic content area; or b. A degree in an academic interdisciplinary or multidisciplinary program	1995 Redesign of Teacher Education	4, a-d
Undergraduate Preparation	4. As an alternative to offering academic content undergraduate degrees, institutions may develop undergraduate education degree programs that:	1995 Redesign of Teacher Education	4, a-d
	a. Are performance-based in design;		
	b. Include a performance-based assessment measuring the students' knowledge in academic areas and pedagogy;		
	c. Have rigorous academic requirements; and		
	d. Require an extended clinical internship in a Professional Development School.		
Undergraduate Preparation	5. The implementation of these recommendations should accompany more campus-wide attention to the importance of ensuring the highest quality instruction - across the disciplines in the arts and sciences - that will serve as a model for prospective teachers. In particular, efforts should be made to improve instruction at the introductory levels, especially in math and science.	1995 Redesign of Teacher Education	5

Part II: **K-16 Highly Qualified Administrator Committee**

Introduction

The Highly Qualified Administrator Committee was chaired by Mary Cary, Assistant State Superintendent, Maryland State Department of Education (MSDE) and Jim McGowan, Coordinator of the Administration and Supervision Program, Johns Hopkins University. The committee met throughout the 2003-04 school year, studying all of the various issues presented in the charge to the committee. The attached action plan is a result of hours of discussions about the role of principals in Maryland schools, how best to train principals for these roles, and ways to attract and retain quality candidates for the principalship.

Charge

To review national and local practices, research and reports, and recommend strategies for addressing administrator supply and demand; alignment of administrator education programs with K-12 needs; and research-based best practices.

Committee Members

- Mary Cary, Co-chair, Assistant State Superintendent, MSDE
- James McGowan, Co-chair, Coordinator of Administration and Supervision Program, Johns Hopkins University
- Jim Foran, Director of High School and Postsecondary Initiatives, MSDE
- Barbara Frank, Education Program Specialist, MSDE
- Clarence Golden, Coordinator of Administration and Supervision, Frostburg State University
- Rolf Grafwallner, Coordinator of Early Learning Programs, MSDE
- Mike Hickey, Director, Center for Leadership in Education, Towson University
- Joyce Jennings, Principal, Southwestern High School, Baltimore City
- Laurie Jones, Principal, Battle Grove Elementary School, Baltimore County
- Bruce Katz, Regional Executive Director, Prince George's County
- Adrienne Kaufman, Principal, Reservoir High School Howard County
- Irene Kordick, Principal, Ocean City Elementary School, Worcester County
- Darlene Merry, Associate Superintendent of Staff Development, Montgomery County Public Schools
- Mark Rapaport, Assistant Principal, William Paca Elementary School, Baltimore City
- David Rudolph, Member, House of Delegates
- Sister Sharon Slear, Director of Graduate Studies, College of Notre Dame
- Louise Tanney, Education Program Coordinator, MSDE

- Wendell Teets, Superintendent, Garret County Public Schools
- Barbara Wheeler, Associate Superintendent, Cecil County Public Schools
- Michael Zarchin, Assistant Principal, Kingsview Middle School, Montgomery County Public Schools

Goals and Major Strategies

The Highly Qualified Administrator Committee divided its work into two major goal areas (see attached action plan). In each goal area there are a number of strategies suggested to achieve that goal. We have selected the most important strategies that are listed below for the purpose of providing focus for the Leadership Council.

The first goal is to align educational administration programs with the expectations of NCLB and the instructional leadership recommendations in previous reports and publications. Resulting from this goal are several strategies, two of which have priority.

- The first major strategy under goal 1 is to revise the language in the Code of Maryland Regulations (COMAR, 13A12.04.04) to eliminate reference to specific course titles while maintaining the 18 credit requirement and replace those titles with program outcomes aligned with the Maryland Instructional Leadership Framework, which is currently in draft status and ready for stakeholder review.
- The second major strategy under goal 1 is for institutions of higher education (IHEs) to conduct an inventory of current course offerings to determine the extent to which identified instructional leadership outcomes are part of their principal preparation programs.

The second goal of this committee is to address the challenges faced by school systems in dealing with the impending shortage of qualified administrators. Resulting from this goal are several strategies, three of which have priority.

- The first major strategy under goal 2 is to revise COMAR, 13A.12.04.04 and .05, to provide a sustained experiential component for Administration II certification, allow for reciprocity for certified out-of-state principal candidates, and expand alternative routes to the principalship.
- The second major strategy is to identify aspiring leaders, provide them with opportunities for school-based leadership positions, and encourage them to pursue educational administration programs.
- The third major strategy under goal 2 is to implement the strategies previously put forth in the *Maryland Task Force on the Principalship* and *Achievement Matters Most* reports to clear the plate of principals so that they have time for instructional leadership and provide potential principals with incentives that promote the principalship.

K-16 Highly Qualified Administrator Committee Action Plan

(Revised: June 3, 2004)

Legend:

- AMM (*Achievement Matters Most* Visionary Panel for Better Schools)
- C & A (Division of Certification and Accreditation, Maryland State Department of Education)
- COMAR (Code of Maryland Regulations)
- DLD (Division for Leadership Development, Maryland State Department of Education)
- ECA (*Every Child Achieving* – Maryland's PreK-12 Academic Intervention Initiative)
- IHE (Institution of Higher Education)
- ISLLC (Interstate School Leader Licensure Consortium)
- MILDp (*Maryland Instructional Leadership Development Program*)
- MLF (Maryland Leadership Framework)
- MSDE (Maryland State Department of Education)
- MTFP (*Maryland Task Force on the Principalship*)
- SLLA (School Leaders Licensure Assessment)

Goal 1: Align IHE educational administration programs with the expectations of NCLB and the instructional leadership recommendations in previous reports/publications.

Strategy	Responsibility of	Implementation Date/Timeline	Resources Needed	Indicators of Success	Institutionalization
1. Revise the language in COMAR (13A12.04.04.B(3)(d)(i – v) to: a) eliminate reference to specific course titles and replace with program outcomes; b) maintain 18 credit requirement; and c) align with MLF (in development)	MSDE C&A/DLD and IHEs	-Spring 2005 (submit language to stakeholders) -Winter 2006 (regs adopted) -Implemented by IHEs within 3 years of adoption	Planning time; review by General Counsel	Existence of new regs	Notification of all local school systems and IHEs
2. Include cross departmental MSDE representation on program approval review and/or visiting teams	MSDE/C&A	Ongoing	None	Composition of teams in 2004-05 school year	Recruitment efforts for cross-departmental representation
3. Develop for each ISLLC standard additional indicators that are aligned with the MLF	MSDE/DLD, Local School Systems	July 2004	Review by MSDE Division for Certification and Accreditation and Higher Education Community	IHEs agree to integrate additional indicators into educational programs	Responses to inquiries by IHEs to MSDE Division of Certification and Accreditation during program approval process

Strategy	Responsibility of	Implementation Date/Timeline	Resources Needed	Indicators of Success	Institutionalization
4. Conduct an inventory of current course offerings in educational administration programs to determine the extent to which the following examples of instructional leadership (not intended to be limiting) are included:	IHEs offering educational administration programs	August 2004	Staff time	Report to Division of Certification and Accreditation	Outreach sessions to IHEs to explain desired end-result and process to follow

Strategy	Responsibility of	Implementation Date/Timeline	Resources Needed	Indicators of Success	Institutionalization
<p>e. Strengthening instructional practices through the observation, coaching, and evaluation of teachers for increased student achievement (ECA, AMM)</p> <p>f. Establishing a teaching/ learning culture in schools (MILD, AMM)</p> <p>g. Developing leadership capacity among staff through coaching, mentoring, and distributed leadership (MILD, AMM)</p> <p>h. Recognizing the connection between state standards, voluntary state curriculum, and daily instruction (MILD, AMM)</p> <p>i. Monitoring student work for rigor and evidence of learning (MILD, AMM)</p> <p>j. Promoting collaborative instructional planning (MILD, AMM)</p> <p>k. Integrating ISTE National Educational Technology Standards into instruction and professional development</p>					

Goal 2: Address the challenges faced by school systems in dealing with the impending shortage of highly qualified administrators

Strategy	Responsibility of	Implementation Date/Timeline	Resources Needed	Indicators of Success	Institutionalization
1. Identify aspiring leaders and provide them with opportunities for school-based leadership positions while encouraging them to pursue educational administration programs	Principals and Local School Systems	Ongoing	Professional development opportunities for principals	The number of candidates in the pipeline	Make certain that principals receive training in distributive leadership
2. Develop a model aspiring leader program that could be replicated by local school systems	MSDE/DLD	December 2004	Staff time	Rollout of the model	Engage Executive Officers
3. Maximize present capacity of educational administration programs	IHEs	August 2004	Recruitment efforts	The number of candidates in educational administration programs	Aggressive marketing strategies
4. Increase regional (in-state) opportunities for principals to receive appropriate training	IHEs	August 2005	Strategic planning to assure appropriate locations	The number of regional opportunities for coursework compared to previous years	Collaboration with Local School Systems to maximize local cohorts of candidates

Strategy	Responsibility of principals so that they may be instructional leaders by:	Implementation Date/Timeline	Resources Needed	Indicators of Success	Institutionalization
5. Clear the plate of principals so that they may be instructional leaders by: a. Establishing a process for clearing the plate of non-instructional duties of principals (MTFP, AMM) b. Creating a position of building manager in each school to be used as determined by the principal (MTFP, AMM) c. Assuring that all state and local reports and requests for information provide a reason for the request that connects to student achievement	Local School Systems Local School Systems MSDDE and Local Superintendents	August 2005 August 2005 August 2004	Local Planning Team Local Revenue – budget request Template for requests for information	Formal plan in each school system All schools with a building manager Sampling of reports shared by principals with Principals Advisory Committee	Updating of plans each year Prepare an annual report on implementation status by county Assuring that this requirement becomes part of local policies and procedures

Strategy	Responsibility of	Implementation Date/Timeline	Resources Needed	Indicators of Success	Institutionalization
6. Provide incentives for potential administrators by:					
a. Enhancing the retirement system for principals (MTFP, AMM)	-MSDE and local supts (Legislative Initiative)	August 2005	Funding – legislative action	Legislation in FY 05	Change in retirement system benefits for principals
b. Providing specific term contracts for principals who accept difficult challenges (MTFP, AMM)	-Local school systems	August 2005	Local school system commitment	Number of long-term contracts	Make part of local school system policies and procedures
7. Align professional development of Executive Officers with that of principals	MSDE/DLD	August 2004	Planning Team for Executive Officer meetings	Agendas for Executive Officer meetings	Annual calendar of meetings/PD opportunities
8. Change the language in COMAR 13A.12.04.04D(2) to assure a sustained experiential component for Admin II certification	MSDE C&ADLD, local school systems, IHES, broad stakeholder group	Spring 2005 (submit language to stakeholders) Winter 2006 (regs adopted)	Planning time; review by General Counsel	Existence of new regs	Notification of all local school systems and IHEs

Strategy	Responsibility of	Implementation Date/Timeline	Resources Needed	Indicators of Success	Institutionalization
9. Add language to COMAR (13A.12.04.04.D(3)—new) that would allow for reciprocity for certified out-of-state principals with 3 years' principal experience in the last 7 years	MSDE C&A/DLD	Spring 2005 (submit language to stakeholders) Winter 2006 (regs adopted)	Planning time; Review by General Counsel	Existence of new regs	Notification of all local school systems and IHEs
10. Change the language in COMAR 13A.12.04.05 to expand alternative routes to certification for the principalship	MSDE C&A/DLD	Spring 2005 (submit language to stakeholders) Winter 2006 (regs adopted)	Planning time; Review by General Counsel	Existence of new regs	Notification of all local school systems and IHEs

Part III: **K-16 Standards and Curriculum Alignment Committee**

Introduction

Today's world demands that educational systems at all levels support high achievement and the development of life-long learning experiences for all students. For years Maryland has been recognized nationally as a leader for its K-16 work towards developing high standards and expectations for its teachers, students, and administrators. As Maryland begins to fully implement the requirements and expectations of the *No Child Left Behind (NCLB)* federal legislation, the K-16 leadership wishes to take bold steps to create a plan that addresses the needs of students and schools to improve elementary and secondary education student success while opening the doors to postsecondary college and career opportunities. The K-16 Standards and Curriculum Alignment Committee (recognizing that we are really talking about PreK-graduate school) pooled its expertise to compile this set of goals with implementation strategies in hopes of galvanizing the K-16 education community. It calls for a renewed commitment to ensuring that all Maryland students have a planned sequence of study that prepares them for entry into college and to ensure college/career success.

The K-16 Standards and Curriculum Alignment Committee solicited members from every educational segment, including K-12 teachers and administrators, business representatives, and 2 & 4 year faculty and staff. Through the 2003-04 academic year, the committee met to examine the many challenges and issues that Maryland faces in fully implementing *NCLB*, while continuing the state's commitment to high standards and appropriate support systems. The attached action plan represents the committee's recommended set of goals with accompanying K-16 implementation strategies.

Standards and Curriculum Alignment Committee Charge

To review local and national reports and recommend strategies for aligning curricula of K-12 schools and their graduation requirements to the entrance requirements and subsequent academic program requirements for postsecondary education and the workplace.

- To align content standards K-16.
- To align curricula of K-12 schools and their graduation requirements to the entrance requirements and subsequent academic program requirements for postsecondary education and the workplace.
- To design and develop an implementation plan for the recommendations for Maryland.

Membership

James Ball, Co-Chair, Carroll Community College

Karen Ganjon, Co-Chair, Maryland State Department of Education

Patricia Abernethy, Washington County Public Schools

Michael Bowden, University System of Maryland

Joseph Clark, Maryland State Department of Education
John Cox, Charles County Public Schools
Elaine Crawford, Maryland State Department of Education
Betsy Donahue, Washington County Public Schools
Sandra Graff, Washington County Public Schools
Barbara Greenfeld, Howard Community College
Leslie Hobbs, Washington County Public Schools
Theresa Hollander, University System of Maryland
Carol Joseph, Community College of Baltimore County, Catonsville Campus
Jody Kallis, Maryland Association of Community Colleges
Don Langenberg, University of Maryland
Dewayne Morgan, University System of Maryland
Norbert Myslinski, University of Maryland, Baltimore
Gilbert Ogonji, Coppin State University
Peggy Pugh, Washington County Public Schools
Shari Ostrow Scher, Frederick County Public Schools
Nancy Shapiro, University System of Maryland
Barbara Shelton, Villa Julie College
Laura Slavin, University of Maryland
Scott Wolpert, University of Maryland
Michael Rosenthal, McDaniel College

Goals and Major Strategies

Goal 1

K-16 Curriculum: Prepare an educational program from K-16 that will fully prepare all students to meet University System of Maryland (USM) admissions requirements for entry into college, and ensure college/career success.

Rationale: To enter just about any career field today, an individual is required have mastered the same basic knowledge and skills that are required to enter and be successful in college. Many national reports examining college readiness issues (such as *A Shared Agenda: A Leadership Challenge to Improve College Access and Success* produced by the Pathways to College Network) recommend establishing the college preparatory curricula as the default program of study for all high school graduates.

Goal 2

Establish mechanisms for purposeful and planned communication among all stakeholders.

Rationale: Often, the career entry requires the equivalent of at least two years of college. K-16 teachers, counselors, and administrators must make a serious investment in communication, particularly during transitions, to provide a clear and comprehensive roadmap for preparing all students for college and career entry. Colleges must work extensively with high schools to develop programs to promote college/career readiness.

Goal 3

Align K-16 assessment tools into a cohesive accountability continuum intended to assess student needs, provide for timely intervention, inform decision-making, and assure that more students move successfully to college and careers.

Rationale: In order to help all students learn about their postsecondary options and prepare for college, it is important that data be used to guide and inform decision making regarding student performance, course selection and planning, intervention and support services and student progress and program completion. Currently, summative student performance data provide information to describe what students have learned and can do. Implementing a common placement test as a formative assessment measure would enable a more uniform approach to helping students understand their skill development and better assist in their academic planning for college and career entry.

Goal 4

Develop services (human, programmatic, and financial resources) to provide meaningful assistance or student/families regarding college planning and financial aid.

Rationale: In Stanford University's Bridge Project report, *Betraying the College Dream: How Disconnected K-12 and Postsecondary Education Systems Undermine Student Aspirations*, student misconceptions regarding college were identified and discussed. To address some of the cited misconceptions, it is essential to help dispel the myths and breakdown perceived barriers by providing sources of accurate and timely information and assistance to students and families.

K-16 Standards and Curriculum Alignment Committee Action Plan

Goal 1: K-16 Curriculum: Prepare an educational program from K-16 that will fully prepare all students to meet University System of Maryland (USM) admissions requirements for entry into college, and ensure college/career success.

Rationale: To enter just about any career field today, an individual is required have mastered the same basic knowledge and skills that are required to enter and be successful in college. Many national reports examining college readiness issues (such as *A Shared Agenda: A Leadership Challenge to Improve College Access and Success* produced by the Pathways to College Network) recommend establishing the college preparatory curricula as the default program of study for all high school graduates.

Strategy	Responsibility of	Implementation Timeline	Resources Needed	Indicators of Success
1. Establish USM admissions requirements as default program of study for all high school graduates.	Local Superintendents Local School System Assistant Superintendents for Instruction	Fall 2005		Number and percent of students prepared to enter college/career programs successfully

Strategy	Responsibility of Content Supervisors Chief Academic Officers of Higher Education	Implementation Timeline December 2004	Resources Needed Provide recommendations and reports from the “Standards for a C Paper” English workgroup and the Math Bridge Goals Task Force Recommendations	Indicators of Success Operational teams in evidence in each local school system.
2a. Create high school and 2-year/4-year teacher teams in each local school system to facilitate understanding of student expectations and competencies needed for success in high school, college preparatory, and advanced level courses; and to better align content and performance expectations to prepare for college entry.				
2b. Establish state/local middle school level collaborative teams* to provide leadership and support for K-16 curriculum alignment.	K-16 Workgroup	December 2004	Appropriate rewards and recognition for participants	Middle level collaborative teams established at state and county levels; teams given a working charge statement by PreK-16 Workgroup.

*Collaborative teams are teams established at state and local levels, comprised of students, teachers, parents, and representatives from higher education for the purpose of planning, implementing and communicating curriculum alignment efforts K-16.

Strategy	Responsibility of	Implementation Timeline	Resources Needed	Indicators of Success
3. Accept the recommendations of the K-16 Math Bridge Goals Task Force III to create a seamless transition between high school math and the first credit bearing college math course for all Maryland students.	Bridge Goals Task Force III K-16 Leadership Council K-16 Workgroup	December 2004; and ongoing updates regarding implementation status.	Provide appropriate technology (graphing calculator and other learning technologies) for all students Professional development for pre-service and in-service teachers. Funding to develop a Bridge Goals assessment instrument.	Established timelines for implementation of the K-16 Math Bridge Goals Task Force recommendations. Student performance on mathematics MSA.
4. Increase the number of students participating in dual enrollment or concurrent enrollment options statewide.	Local Superintendents College Presidents	Establish baseline in December 2004; thereafter ongoing.	Reallocate existing resources to better market such options.	Increase in number of students participating in dual enrollment or concurrent enrollment options.
5. Develop "Early College" opportunities for Maryland students.	K-16 Leadership Council	December 2005	Seek grant funding	Pilot programs in development

Strategy	Responsibility of	Implementation Timeline	Resources Needed	Indicators of Success
6. Following the example set by the college teams establishing the Associate Degree in Teaching (AAT), finalize and approve the development of academic program standards and learning outcomes in the General Education Academic Disciplines.	College Presidents Maryland Higher Education Intersegmental Chief Academic Officers General Education Discipline Workgroups	Standards/Outcomes established	“Standards for a C Paper” document Math Bridge Goal Recommendations Staff development for faculty serving on standards/ outcomes setting teams General Education reform goals established in AAC&U’s report: <i>Greater Expectations: A new Vision for Learning as a Nation goes to College</i> (2002).	Standards/Outcomes set for each general education discipline area and integrated within the General Education core at all Maryland colleges.

Goal 2: Establish mechanisms for purposeful and planned communication among all stakeholders.

Rationale: Often, the career entry requires the equivalent of at least two years of college. K-16 teachers, counselors, and administrators must make a serious investment in communication, particularly during transitions, to provide a clear and comprehensive roadmap for preparing all students for college and career entry. Colleges must work extensively with high schools to develop programs to promote college/career readiness.

Strategy	Responsibility of	Implementation Timeline	Resources Needed	Indicators of Success
1a. Provide early and ongoing college planning information and exploration activities, and college financial aid application assistance to student and parents.	K-16 Workgroup Higher Education & Financial Officers Middle Level Collaborative Teams	December 2004; ongoing	Funds for resource materials	Activities developed in each local district
1b. Model the California State University System's information outreach campaign-develop posters and other informational items pertaining to how to get into college in every middle and high school.	K-16 Leadership Council Middle Level Collaborative teams	Campaign defined by January 2005	Funding source for printing and disseminating posters and printed information.	100 percent of Maryland's middle and high schools will have University System of Maryland admissions requirements posted.

Strategy	Responsibility of	Implementation Timeline	Resources Needed	Indicators of Success
1c. Create dissemination tools to reach students and parents including Websites, outreach to PTA's and faith communities.	K-16 Leadership Council Middle Level Collaborative teams	Tools developed by Summer 2005	Funding sources for communication tools	Operational Website; utilization of tools
2. Support partnerships between higher education, middle and high schools to provide exposure to and awareness of college opportunities.	K-16 Leadership council College Faculty and Superintendents Higher Education Chief Academic Officers	Partnerships formed in each local school system by June 2005	Higher education and local school system staff recognition for outreach partnerships	Partnerships in each local school system developed and supported.

Strategy	Responsibility of	Implementation Timeline	Resources Needed	Indicators of Success
<p>3. Inventory, promote and support current State level initiatives relevant to promoting High School to College/Career programs:</p> <ul style="list-style-type: none"> • Project Lead the Way • State Teacher Education Academy development- which is involved in setting standards and implementing academies in existing PDS sites: work with middle schools to help develop FEA chapters • Project E= MC² 	<p>K-16 Workgroup</p>	<p>December 2005</p>	<p>Convene a special K-16 workgroup committee to accomplish this activity.</p>	<p>Dissemination of effective program practices</p>

Goal 3: Align K-16 assessment tools into a cohesive accountability continuum intended to assess student needs, provide for timely intervention, inform decision-making, and assure that more students move successfully to college and careers.

Rationale: In order to help all students learn about their postsecondary options and prepare for college, it is important that data be used to guide and inform decision making regarding student performance, course selection and planning, intervention and support services and student progress and program completion. Currently, summative student performance data provide information to describe what students have learned and can do. Implementing a common placement test as a formative assessment measure would enable a more uniform approach to helping students understand their skill development and better assist in their academic planning for college and career entry.

Strategy	Responsibility of	Implementation Timeline	Resources Needed	Indicators of Success
1. Make High School Assessment (HSA) and Maryland School Assessment (MSA) data on student performance available in the design and development of K-16 initiatives and use such data when assisting students in planning upward transition from Middle to High School and from High School to College.	K-16 Leadership Council Higher Education Chief Academic Officers Local School Systems Assistant Superintendents K-16 Workgroup	Begin September 2004; ongoing	Professional development for PreK-16 instructional staff and other stakeholders, counselors and advisors.	Data system will be in place and used by local school system and higher education staff.

Strategy	Responsibility of	Implementation Timeline	Resources Needed	Indicators of Success
2. Arrange for all students to take the PSAT and/or college placement tests* no later than 10 th grade in order to assess their progress toward college-readiness and make placement tests available online at local high schools.	State Superintendent Local Superintendents Higher Education Chief Academic Officers and Transfer Coordinators	Collect data on current practice by December 2004. Full implement in fall 2006 (contingent on funding).	Funding source needed for exams and interpretation of results. Baltimore County model for placement testing outreach	Testing will occur in all school districts and all students who took the test will be counseled as to the outcomes and suggested intervention strategies.
*Study the feasibility of creating a common placement test for use in all Maryland high schools as a tool to better align student performance with college expectations	LSS Assistant Superintendents for Instruction Guidance Counselors		Identify sources of funding for online placement test and for additional staff.	Every high school provides access online to college placement exams and provides interpretation assistance.
3. Integrate data systems to track the progression of students from middle school through a college degree and transition into the workforce through the K-16 Maryland Education Data Network (MEDN).	MSDE/MHEC	Begin August 2004; ongoing	Additional full-time staff to collect and maintain data.	Operational data management system.
			Request state funding for creating and integrating the data management system (similar to that in Florida).	

Strategy	Responsibility of	Implementation Timeline	Resources Needed	Indicators of Success
4. Collect data (statewide) on dual enrollment, concurrent enrollment and other bridge programs to document program effectiveness.	MSDDE/MHEC	By December 2004, collect data from school year 2003/2004; thereafter, ongoing	Reallocation of current resources	Number and success of students participating in dual enrollment and concurrent enrollment programs
5. Participate in national efforts to collect and report data on student performance at out of state institutions of Higher Education.	MHEC	By Fall 2006	State funds for developing the data management system (similar to that in Florida).	Data reported and distributed to local schools systems and colleges.

Goal 4: Develop services (human, programmatic, and financial resources) to provide meaningful assistance or student/families regarding college planning and financial aid.

Rationale: In Stanford University's Bridge Project report, *Betraying the College Dream: How Disconnected K-12 and Postsecondary Education Systems Undermine Student Aspirations*, student misconceptions regarding college were identified and discussed. To address some of the cited misconceptions, it is essential to help dispel the myths and breakdown perceived barriers by providing sources of accurate and timely information and assistance to students and families.

Strategy	Responsibility of	Implementation Timeline	Resources Needed	Indicators of Success
1. Provide a transition program for 5 th and 8 th grade students to promote readiness for the next level and to maximize their success at each level.	Local school system guidance counselors K-16 Partnership's Middle School Collaborations Teams	Beginning Spring 2005; thereafter, ongoing	Re-allocation of current resources.	Documented effective programs and activities utilized to increase the number of students ready to enter college or career choices successfully.
2. Provide early college readiness counseling for middle and high school students/families including information about financial aid and admissions requirements.	Local school system guidance counselors College Counselors MHEC	Beginning Spring 2005; thereafter, ongoing	Requires additional funding due to increased availability of and demand for student financial aid.	Increase in the number of students/families applying for and receiving financial aid. Increased number of requests for information regarding admission requirements for 2 & 4 year schools.

Strategy	Responsibility of	Implementation Timeline	Resources Needed	Indicators of Success
3. Design and implement academic support systems (tutoring, supplemental instruction, study skills, learning communities) for traditionally under represented groups of students who take specific steps to prepare for college.	MHEC Local school System Assistant Superintendents for Instruction K-16 Work group K-16 Partnership's Middle School Collaborative Teams	Beginning January, 2005; thereafter, ongoing	Additional funding sources for supplemental services required.	Document effective programs and activities utilized to increase the number of under-represented students ready to enter college successfully. Dissemination of information

K-16 Standards and Curriculum Alignment Committee Documents Reviewed

- Adelman, C. (1999). Answers in the tool box: academic intensity, attendance patterns, and bachelor's degree attainment. Washington, DC: U.S. Department of Education.
Available at <http://www.ed.gov/pubs/Toolbox/index.html>
- Achieve. (2004). Ready or Not: Creating a High School Diploma That Counts
Available at
<http://www.achieve.org/achieve.nsf/StandardForm3?openform&parentunid=F4D77F181E14ED7485256DB90062DBF1>
- American Association of State Colleges and Universities. (2002, May) *Stepping forward as stewards of place: A guide for leading public engagement at state colleges and universities.*
Available at http://www.aascu.org/pdf/stewardsplace_02.pdf
- American Council on Education. (2004). *College is Possible.*
Available at <http://www.collegeispossible.org/>
- Association of American Colleges and Universities. (2003). *Greater Expectations: A New Vision for Learning as a Nation Goes To College.* Washington, DC.
Available at <http://www.greaterexpectations.org/>
- Code of Maryland Regulations. (2004). Title 13A: State Board of Education. Annapolis, MD.
Available at http://www.dsd.state.md.us/comar.subtitle_chapters/13a_Chapters.htm
- Cohen, M., Finn, C., & Haycock, K. (March 10, 2004) Creating a High School Diploma that Works. *Education Week.*
Available at <http://www.edweek.org/ew/ewstory.cfm?slug=26cohen.h23>
- College Board. (1999). Reaching the top: A report of the national task force on minority high achievement. New York: The College Board.
Available at http://www.collegeboard.com/repository/reachingthe_3952.pdf
- Commission of Education Finance, Equity, and Excellence. (2002). Final Report. Alvin Thornton, Chairman. Annapolis, MD.
Available at
http://mlis.state.md.us/other/education/2001_First_Draft_Final_Report.pdf

Conley, D. (2004). Connecting the Dots: linking high schools and postsecondary education to increase student success. *Peer Review*, 5:2.
Available at <http://www.aacu-edu.org/peerreview/pr-wi03/index.cfm>

The Education Trust. (2003). Aiming high for other people's children. *Thinking K-16*, 7:1.
Available at http://www2.edtrust.org/NR/rdonlyres/26923A64-4266-444B-99ED-2A6D5F14061F/0/k16_winter2003.pdf

The Education Trust. (2001). Youth at the Crossroads. *Thinking K-16*, 5:1.
Available at http://www2.edtrust.org/NR/rdonlyres/85897615-327E-4269-939A-4E14B96861BB/0/k16_winter01.pdf

The Education Trust. (1999). Ticket to nowhere. *Thinking K-16*, 3:2.
Available at http://www2.edtrust.org/NR/rdonlyres/1196FBF0-FB01-4B75-B363-B1D525869F29/0/k16_fall99.pdf

Gates Education Policy Paper. (2003). Closing the graduation gap:
Toward high schools that prepare all students for college, work, and citizenship. Seattle, WA: Bill & Melinda Gates Foundation.
Available at <http://www.gatesfoundation.org/nr/downloads/ed/policy.pdf>

Kruger, C. and Rainwater, T. (2004). P-16: building a cohesive education system from preschool through postsecondary. *Peer Review*, 5:2.
Available at <http://www.aacu-edu.org/peerreview/pr-wi03/index.cfm>

Maryland Bridge Goals Task Force III. (2004). Maryland K-16 Leadership Council
Endorsed, March 2004.

Maryland State Department of Education. (1999). *Every Child Achieving: a plan for meeting the needs of the individual learner*.
Available at
http://www.ctredpol.org/pubs/every_child_achieving/every_child_achieving.htm

Maryland State Department of Education. (2002). *Achievement Matters Most: The Final Report of the Visionary Panel*. Baltimore, MD.
Available at <http://www.ctredpol.org/pubs/visionarypanel/visionarypanel2002.htm>

Maryland State Department of Education. (2003). How does Maryland implement adequate yearly progress? Baltimore, MD.
Available at <http://www.mdk12.org/mspp/ayp/index.html>

National Commission on the High School Senior Year. (2001). Raising Our Sights.
Princeton: Woodrow Wilson National Fellowship Foundation. Available at
www.commissiononthesenioryear.org/Report/report.html.

Pathways to College Network. (2004). *A Shared Agenda: a leadership challenge to improve college access and success.*
Available at <http://206.161.82.219/pdf/sharedagenda.pdf>

Shapiro, N. (2003). The Maryland Partnership for Teacher and Learning: a state system perspective on K-16. *Peer Review*, 5:2.
Available at <http://www.aacu-edu.org/peerreview/pr-wi03/index.cfm>

Somerville, J & Yi, Y. (2002). *Aligning K-12 and postsecondary expectations: State policy in transition.* Washington, DC: National Association of System Heads.
Available at <http://www.nashonline.org/content/ALIGNreport.pdf>

Southern Education Foundation. (1999). Miles to Go: Maryland.
Available at <http://www.sefatl.org/Publications.pdf>

Southern Regional Education Board. (2003). Making Middle Schools Work. Atlanta, GA
Available at <http://www.sreb.org/programs/MiddleGrades/MiddleGradesindex.asp>

Southern Regional Education Board. (2002). *Goals for Education: Challenge to Lead.* Atlanta, GA.
Available at www.sreb.org/main/Goals/2002_Goals_Report.pdf

Stanford Bridge Project. (2003). *Betraying the College Dream: how disconnected K-12 and postsecondary education systems undermine student aspirations.* Stanford, CA.
Available at
<http://www.stanford.edu/group/bridgeproject/betrayingthecollegedream.pdf>

State Higher Education Executive Officers. (2003). *Student Success: Statewide P-16 Systems.*
Available at <http://www.sheeo.org/k16/P16.pdf>

United States Department of Education. (2002). *No Child Left Behind: federal legislation.*
Available at <http://www.ed.gov/nclb/landing.jhtml>